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Department of Education

# Courses of Study

in

## Latin and Greek

for

## Grades IX, X, XI and XII

These Courses of Study, introduced in September 1955,  
replace those formerly contained in Curriculum S.11,  
printed in 1952 and 1953.

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The Minister of Education





DEPARTMENT OF EDUCATION

MEMORANDUM FOR PRINCIPALS OF SECONDARY SCHOOLS

Re Prescriptions for Grade XII Latin and Greek

Principals are asked to pass this memorandum to their Classics Department Heads.

LATIN

Either the formerly authorized *Latin Reader for High Schools* (Ryerson) or the recently published *Selected Latin Readings* (Dent) may be used for the school year 1955-56. The prescriptions are as follows:

From *Latin Reader for High Schools*

- Prose: Nepos --- Life of Hannibal (adapted).  
Livy --- Cycle I, omitting sections 4, 7, 8, 10, and 11.
- Poetry: Ovid and Virgil -- Cycle I, omitting sections 3 and 4.
- Sight: The reading at sight of a minimum of 100 lines of average length and difficulty from Caesar's Gallic War.

OR

From *Selected Latin Readings*

- Prose: Section One  
Part I -- Life of Hannibal (Nepos).  
Part II -- Hannibal's Star Rises (Livy).  
Section Two  
Part III -- Life of Caesar (Suetonius).  
Part IV -- Caesar the General (Caesar).
- Poetry: Section Three  
Part I -- Selections from Vergil.  
A knowledge of the connecting English is to be considered a part of the course.
1. The Theme of the Aeneid.
  7. Hector's Spirit Warns Aeneas.
  8. The Flight.
  12. The Boat Race.
  13. Jupiter Saves the Ships.
  17. Rome's Mission in the World.
- Part II -- Ovid, Juvenal, Catullus, Martial -- any 80 lines.


Passages from the prose authors may be used for training in sight translation.

GREEK

- Prose: Pupils should read approximately 600 lines of prose.  
Any of the following books might be used: Phillpotts and Jerram, *Easy Selections from Xenophon*; Phillpotts, *Selections from Xenophon*; Colson, *First Greek Reader*; Farnell, *Tales from Herodotus*; Edwards, *Salamis*.
- Poetry: Approximately 500 lines from any book of the *Iliad* should be read.

Superintendent of Secondary Education

TORONTO, September 1st, 1955.



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COURSES OF STUDY  
IN GRADES IX, X, XI, XII

LATIN

A.

A Perspective for the Teacher of Latin

The teacher should strive to make his pupils aware of the contribution made by the Romans and their language to our modern life and thought. To this end he should not think of the study of the language as merely a formal, and perhaps somewhat barren, exercise of the mind. Instead he should bear in mind that the Latin classics, along with the Greek, are for western culture the fountain-head which we can ill afford to neglect.

The following observations should be carefully noted.

1. A true objective of the teacher of Latin should be to lead his pupils to appreciate the quality of Latin prose and poetry and eventually to read them with some fluency. Training in the art of translation is, of course, of great value as an exercise in judgment, and the actual process of translation is useful in itself, especially in the early stages. However, in the later stages Latin literature should be treated as literature and not merely as a grammatical exercise.
2. A study of Latin grammar is useful in clarifying the grammar of the pupil's own language. This is not true because of the resemblance of the grammars of Latin and English but, rather, because of their differences. A comparison of their structures aids in the understanding of both.
3. A contact with Latin literature and classical mythology provides that richer background without which the pupil cannot thoroughly understand English literature.
4. For a readier and fuller comprehension of the meanings of a large percentage of the words used in everyday English a knowledge of Latin vocabulary is invaluable.



## B.

### The Teacher's Approach to the Course in Latin

#### General Suggestions

These suggestions are intended to apply to the Latin course as a whole. The emphasis to be laid on various phases of the study in different grades will be discussed under the headings for these grades in Section C.

#### Teaching of Word Forms

In the first two years the aim should be to train the pupil so thoroughly that he will have no difficulty in producing quickly and accurately the form required for each inflected word. Repetition in routine order is necessary but it must be accompanied by oral practice in making changes in number, gender, and case, or in person, tense, mood, and voice. Pupils do not learn these forms simply by encountering them in exercises and in prescribed authors. Interest must be aroused and maintained. The stimulus of competition will be useful in securing interest. Careful review is necessary at all stages of the course as many failures are caused by a lack of knowledge of forms.

#### Vocabulary

In all years memorization of vocabulary is the most essential phase in the learning of Latin. The teaching of vocabulary is a field in which the teacher should display his initiative by constantly employing new devices and aids. He should always conduct a written test on the vocabulary of each text-book lesson. This test may come either at the beginning of the text-book lesson (to enable the pupils more easily to do the exercises based on the lesson), or at the end of the lesson (to help the pupils to implant firmly in their minds the new Latin words incidentally encountered in the exercises). The judicious teacher will try both methods in his classes.

#### Exercises

Latin to English sentences should, as a general procedure, be used for oral work in class and should not be assigned as homework. English to Latin sentences are best assigned as homework after preliminary discussion in class. Probable difficulties should be pointed out; the pupils may be given a few minutes at the close of the period to begin the assignment.

The following is a suggested method for the correction of the homework.

1. The English version of the assigned sentences is written on the blackboard.
2. Note-books and text-books are closed.
3. Sentence 1 is worked out orally as a class effort. There may be several repetitions of the correct version.

4. An individual pupil writes the translation of sentence 1 on the blackboard while the rest of the class is proceeding with the oral translation of sentence 2.
5. When all the sentences have been translated on the blackboard, the class as a whole corrects them rapidly. Here is an opportunity for further repetition and drill.
6. Note-books are opened and each pupil corrects his own homework. Individual difficulties should be cleared up at this point.

Note: The above is suggested as **one** good method; many variations will be observed.

## Authors

Teachers should endeavor to have the pupils read the prescribed authors at sight in the classroom in order to increase their ability to read and to comprehend. In handling difficult passages the teacher must use his own discretion as to the amount of assistance which he himself ought to give. The sound of the Latin should be stressed as often as time permits. It is inconceivable that the literary value of a Latin passage can be comprehended without proper attention to the **sound** of the Latin words when arranged in their correct thought-groupings.

All reading aloud should be undertaken initially by the teacher. Reading aloud by the pupils should normally follow the translation. Latin, especially Latin poetry, must be heard before its literary quality can be properly appreciated. If a passage of poetry is not read with reasonable assurance and accuracy, scansion becomes pointless and largely a waste of time. Metrical reading of poetry should first be done by the teacher and then imitated by the pupil. Constant attention, even in the earlier grades, to the quantity of vowels is an aid to good reading.

Reading for content alone cannot be considered as an end in itself since the content of Latin literature is largely available in English translations. Actually it is the translation process that is an end in itself, because an inflected language offers abundant opportunities for the exercise of judgment in determining relationships of words and shades of meaning.

The reading of Latin Authors should be considered as a study in literary appreciation and not a mere analysis of forms or an exercise in grammatical explanation. Grammatical questions should rarely be asked in the study of poetry. There is a place for such questions only when their answers will contribute to a more accurate understanding and appreciation of the poetry.

The following is a suggested procedure for translating a passage of Latin authors in class.

1. The teacher reads the whole new selection in Latin, paying particular attention to correct word-groupings and punctuation.
2. Simple comprehension questions are asked on content.



3. The teacher returns to the first sentence and clears up vocabulary difficulties by class effort.
4. The teacher explains untaught grammar as it occurs in the progress of the lesson.
5. Each sentence is read in Latin and translated by sense groups.
6. The translation is continued, sentence by sentence.
7. The whole selection is translated as a unit.
8. The entire selection is read at least once in Latin by the pupils.

### **Word Study**

The study of English words derived from Latin should proceed according to a **regular** system. The alert teacher will develop a progressive course in this respect. Study of derivatives should add to the pupils' vocabulary and not merely confirm what they already know. The constant use of a dictionary should be stressed. The addition of 150 Latin-based words yearly to the pupils' English vocabulary is a reasonable aim. This is a line of endeavour in which the weaker pupils can participate satisfactorily. Every Latin examination should include at least one question relating to English words derived from Latin.

### **Roman Life**

If the teacher does not constantly strive to give the pupils a clear conception of how the Romans lived and what they achieved, he is missing an opportunity to stimulate an interest in the study of Latin. A regular programme of instruction in the history, mythology, customs, thought, and material surroundings of the Romans should be planned in connection with the Latin course.

### **Projects**

Project work should be handled intelligently and with a view to building up a classroom museum. Projects can do much to lend a classical atmosphere to the classroom in which Latin is taught. Three-dimensional projects will help to create this atmosphere. Usually a single project can be undertaken by an individual. Sometimes the project may take the form of the "enterprise" in which two or more pupils collaborate on a more comprehensive assignment. In either case the time spent on the actual making of projects should not infringe on the regular teaching periods although the completed projects may be explained before the class as a whole.



## C.

### The Three Year Course

#### GRADE X

The following are minimum requirements to be covered in the approved texts.

*Latin For Secondary Schools* (Revised Edition), to the end of Lesson 28.

*Latin For To-Day*, to the end of Lesson 32.

*Living Latin*, to the end of Lesson 23.

Teachers are reminded that it is not necessary to attempt all the sentences in the review exercises.

In the first year of Latin emphasis should be laid upon the learning of vocabulary and paradigms, word study, Roman life, and translation from Latin to English. Too much should not be demanded at this stage in the way of translation from English to Latin and too large a proportion of the examination marks should not be allotted to this phase of the work.

#### GRADE XI

The following are the minimum requirements to be covered in the approved texts.

*Latin For Secondary Schools* (Revised Edition), to the end of Lesson 52.

*Latin For To-Day*, to the end of Lesson 58.

*Living Latin*, to the end of Lesson 42.

Teachers are reminded that it is not necessary to attempt all the sentences in the review exercises.

The work of this grade should commence with a rapid but thorough review of work covered in Grade X. Continued attention should be paid to the learning of vocabulary and paradigms, word study, and Roman life, with more advanced work required in translation from Latin to English. If the year's requirement in the grammar text is finished early, the teacher may find time to use a class reader. The easier selections in the Grade XII Authors text are suitable for Grade XI pupils. More emphasis should now be laid upon English to Latin translation.

#### GRADE XII

The following are the requirements to be covered in the approved texts.

*Latin For Secondary Schools* (Revised Edition), to the end of the text.

*Latin For To-Day*, to the end of the text.

*Living Latin*, to the end of the text.

Teachers are reminded that it is not necessary to attempt all the sentences in the review exercises.

The work of this grade should commence with a rapid but thorough

review of work covered in Grades X and XI. Translation from English to Latin will now occupy a greatly increased proportion of the pupils' time, with continued emphasis on word forms and vocabulary. Word study should not be neglected.

Teachers should begin the reading of Latin Authors early in the fall term; work in composition and grammar should be done concurrently with the work in authors.

## GRADE XII — LATIN AUTHORS

The prescription for Latin Authors will be found in the *Memorandum to Principals of Secondary Schools, Re Prescriptions for Grade XII Latin and Greek*, issued in September of each year.

### D.

#### The Four Year Course

With the inclusion of Latin among the optional subjects in Grade IX, first courses in Latin may be offered both in Grade IX and in Grade X. Most schools probably will prefer to begin the subject in Grade X. It is also probable that Latin may be offered as an option in Grade IX by some smaller schools which do not provide Shop Work, Home Economics, or Commercial Work, and by some larger schools where a sufficient number of pupils wish to begin the subject in that grade.

In these schools it will be desirable to draw up a course of four years' duration from Grades IX - XII which will not be merely a breaking up of the present course from Grades X - XII into four sections instead of three. In such a course it is suggested that the work in Grade IX place particular stress on word study and include relatively less vocabulary and grammar than the present Grade X course. The work in Grade X might be of a similar nature and be designed to care for the needs of pupils intending to enter the Senior Division and of those intending to leave school at the end of Grade X.

The larger schools which offer a four-year course in Latin commencing in Grade IX may choose to offer in addition a three-year course commencing in Grade X. These schools will find it advisable to provide separate courses until the commencement of Grade XII for the pupils who begin the subject in different grades. Such an arrangement, while it may be difficult to achieve in some cases, possesses several advantages. Pupils who begin Latin in Grade IX will receive the benefits of longer experience with the subject and will be more likely to gain an interest in continuing their study in the Senior Division; and pupils who decide at the end of Grade IX that they wish to begin the study of Latin will not be prevented from doing so.

In schools where Latin is begun in Grade IX the following texts may be used.

*Latin For Secondary Schools* (Revised Edition), to the end of Lesson 10.

*Latin For To-Day*, to the end of Lesson 17.

*Living Latin*, to the end of Lesson 14.

In addition to the texts listed above, *Gateway to Latin*, Book 1, is an approved text in Grade IX. Classes using this text in Grade IX will, in Grade X, undertake the three-year course as already outlined in Section C.

# G R E E K

The study of Greek should not only impart a knowledge of the language and literature but it should also result in a more intelligent understanding of the contribution of Greece to the civilized world.

The principles which have been outlined with respect to the study of Latin apply in the main to the study of Greek. The reading of Greek should be begun at an early stage, and the selections to be read should increase in difficulty as the pupil acquires a wider knowledge of the language.

White's *First Greek Book* furnishes adequate material for forms, constructions, and exercises and for simple continuous translation. For a two-year course 40 lessons should be covered in Grade XI and the remainder in Grade XII. Nairn's *Greek Through Reading* is also on the approved list for the use of those teachers who find its method of approach suitable for their classes.

The reading of prescribed authors should be commenced early in Grade XII. A list of the selections and texts is contained in a *Memorandum for Principals of Secondary Schools, Re Prescriptions for Grade XII Latin and Greek*, issued in September of each year.

Sections from the text in use which are not prescribed for the current year provide suitable material for sight reading.





